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## ABSTRACT

Information on current trends and issues in English instruction drawn up by the directors of six National Council of Teachers of English commissions, is presented in this ninth annual report by the commissions. The commissions and the three commission directors represented in the report are: (1) Commission on Curriculum (Richard Adler); (2) Commission on Composition; (3) Commission on Language; (4) Commission on Literature; (5) Commission on Reading (Patrick Shannon); and (6) Commission on Media (Barbra S. Morris).  
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## TRENDS AND ISSUES IN ENGLISH INSTRUCTION, 1992--SIX SUMMARIES

Summaries of Informal Annual Discussions of the Commissions of  
the National Council of Teachers of English

Compiled by Charles Suhor, NCTE.

During their meetings at the recent Annual Convention, the six NCTE Commissions informally discussed professional trends and issues. While the ideas below do not constitute official positions of NCTE or unanimous opinions of a particular commission, they do offer challenging, informed points of view. This is the ninth annual trends and issues report by the commissions.

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## NCTE Commission on Curriculum Trends and Issues 1992 Report

**The Commission on Curriculum** (Richard Adler, Director) identified continuing positive trends such as expanding involvement for curriculum development to include the public, implementing curriculum practices which emphasize pluralism, expanding and varying assessment procedures (especially in portfolios), using technology in the classroom, and teaching writing across different formats and to different audiences.

The Commission listed 3 areas of continuing concern, some of which have added new complexities since the 1991 Trends and Issues statement: (1) Censorship continues and presently includes self-censorship by teachers who fear attacks from special interest groups. (2) Student talk and involvement in learning is increasing, but evaluation of individuals in group projects and collaboration is an ongoing problem. (3) Increased expansion of technology in schools is opening new areas of information to learners, but with the increased access comes new questions about censorship. Will increased access to information counter censorship attempts? Will teachers experience less control over learning materials? (4) Quality literature is being used more integrally in the teaching of reading. A continuing increase in the use of multicultural literature and toward a response-centered approach is evident. But concerns remain about fragmenting literature to teach phonics, establishing standardized reading lists, and decreasing attention to personal or emotional responses.

New concerns or issues important to the English curriculum include the following: (1) The narrative mode has been largely responsible for allowing us to explore and make sense of our experiences and of the world around us. Teachers should be encouraged to design and implement strategies in which learners practice the narrative mode in writing, speaking, listening and other language arts. (2) Increased attention to curriculum at the national (and political) level escalate the concerns at the classroom level about freedom to adjust the daily curriculum to the learners present. If national assessment appears, how does it affect classroom teachers' decisions? Are all students subject to national assessment? (3) Curriculum development appears to be engaging a wider audience, i.e. the public. Concern now exists for the development of community learning centers and communities of learners in addition to the schools. Who develops the curriculum for learning centers? And who coordinates learning experiences in these centers with the school curriculum? (4) Language arts K-16 emphasis raises serious concerns about coordination. In the past, little coordination existed between elementary and secondary curriculum. What structures exist for discussion and coordination among the three levels of elementary, secondary and college levels? (5) The Whole Language movement has evolved to influencing both the content and design of textbooks and teaching materials. Given the variety of definitions and philosophy, those who select materials need to exercise care about materials labelled "Whole Language." (6) The need for an increase in student involvement in the learning process has emphasized collaboration and process-learning strategies. So that students view these experiences as valid learning processes, attention should be given to how these structures aid learning. Questions, discussion, and exploration of how we learn would establish collaboration as credible rather than "... a fun time in English today." (7) A declining emphasis on language study per se in favor of workshop and/or collaborative exercises in the classroom is a major concern. Tests emphasize, and testing evaluates for grammar, usage, vocabulary, sentence structure, and other language topics. Language study and process-learning are not exclusive of one another. Language study needs a continued emphasis, and could be conducted as process-learning or in a collaborative

## Trends and Issues NCTE Commission on Composition

Of paramount concern in the teaching of writing is an ongoing commitment to the recognition and encouragement of productive difference, in students, in faculty, in curriculum, and in pedagogical methods. We deplore those who use accusations of "political correctness" as a smokescreen for an attempt to impose their own uniform standards and restricted curricula on writing classrooms. We urge that the "deficit" model, which stratifies differences in terms of lack, be abandoned altogether, in favor of approaches tailored to students' individual strengths and needs. In particular, instead of an either/or approach to teaching form and content, where form is stressed with "underprepared" students and content with elite students- or, even worse, when "underprepared" students receive no instruction in form because it is felt that their ability to think and say something must be remediated-teachers must prepare students purposefully, pleased with self as thinkers and pleased with self as communicators.

The Commission also views with concern the calls for national standards and testing and national curriculum. Such programs will reduce skills and curriculum to the lowest common denominator, will discriminate against students and teachers who are different from those elite groups who draw up tests and curricula, and will lead to the vocationalization of writing, reducing it to a mechanical skill rather than an analytic tool and a means of thought. Instead, we encourage local control of standards, assessment, and curriculum-as long as such control does not become hostage to parochial demands. Local control, at its best, implies the full participation of teachers, who should be seen as a source of knowledge about teaching and learning, and of parents and members of the local community, who should be seen as sources of knowledge about the needs of students and the needs and resources of the community, in decisions about standards, assessment, and curriculum, and, in particular, in plans for reforms in education. In this regard, we also oppose the move toward site-based management, which encourages top-down, nonparticipatory decision making.

We continue to advocate the use of portfolios in teaching writing, but we would like to see more definition of the appropriate uses of portfolios, to guard against their simply being converted into a method of assessment. We encourage the nascent movement toward "assessment across the curriculum," which expands the assessment of students' writing abilities beyond the writing classroom to include students' writing in other situations.

We reaffirm our commitment to language use-the practices of writing, reading, and discoursing-as a base for literacy and learning. We endorse the CCC National Language Policy, which asserts the importance of literacy in the language of nurture in acquiring literacy in the language of wider communication.

Finally, we are concerned that the economic recession will be used as an excuse to continue to underfund education, and, in particular, may be used as an excuse to increase the size of writing classes. Such policies are short-sighted, in that a refusal to support education and the acquisition of literacy will only retard economic recovery.

## THE LANGUAGE COMMISSION

### TRENDS AND ISSUES, 1992

1. The Commission is concerned about the misuse of the term, "Whole Language." The term is properly applied to curricula that have grown out of studies of language learning, the reading process, and the writing process. Any practice of whole language teaching must incorporate the cultures and language competencies which all students bring to the classroom. Some publishers are merely pasting pictures of children's trade books onto workbooks and labeling them "Whole Language materials."

2. The Commission applauds a trend toward increasingly detailed descriptions of language variation, depending upon the audience and the situation. The recent publication of the second volume (D-H) of the Dictionary of American Regional English indicates a broadening awareness of the contributions of different dialects and languages to American English.

On the other hand, the Commission cannot support the practices of many schools which divide students by measures of ability or achievement and assign them to homogeneous or leveled groups, thereby denying some students opportunities to experience language variation. Some schools consider certain students capable of using only narrative language and therefore withhold from them opportunities to use the language they do have to learn the discourse of mathematics and science.

3. The Commission expresses strong reservations about all language programs which continue to deny differences and fail to build on a respect for and understanding of students' different linguistic backgrounds and strengths. It is important to recognize as linguistic strengths the stories students bring with them as well as their abilities to develop stories in their own cultural traditions. Attempts to teach language which ignore or deny their strengths create for students many of the same kinds of impediments to language learning that result from the English Only Movement.

4. The Commission is concerned with the attempt to create a dichotomy between oracy and literacy-to view language learning as a hierarchy where oral language mastery must precede literacy learning. This is a barrier for non-English speakers who may already be literate in another language and also for dialect speakers who are sometimes viewed as never "mastering" oral English.

5. Regarding language arts textbooks, grades K-6, the Commission notes that the newest editions of many publishers' textbooks do not incorporate the best current knowledge about language and its operation, nor are they structured to encourage or facilitate teachers' best instructional practices.



6. The Commission continues to express strong concern about the quality of undergraduate teacher education as well as alternative teacher certification. Colleges and universities must recognize and respond to the needs of prospective English teachers above and beyond the traditional curriculum for English majors which emphasizes literature, gives lip service to theory, and pays little to no attention to other aspects of verbal communication.

Alternative certification programs must not become "quick fixes" for getting "bodies" in teaching roles. Such programs must always be the exception-no the rule-for training language teachers. The programs must be used rarely and with extreme caution. At the same time, all alternative certification programs must be stringently structured to insure that any language arts teacher so certified is able to demonstrate a broad knowledge base in the language arts as well as a range of skills based on what the profession recognizes as the best current pedagogical practice in language teaching.

7. The Commission applauds such potentially productive uses of computers as word processing, databases, networking, bulletin boards, simulations, interactive fiction, LOGO, and electronic mail when they enhance students' language growth. However, the Commission condemns inappropriate computer skill and drill practices and programs which limit student fluency, flexibility and creativity.

## Trends and Issues 1991

### The Report of the Commission on Literature

\* **Reading literature: Conditions for reading.** Teachers and educators, in assessing student reading both inside and outside of a classroom context, should keep in mind the lives students live today. Younger children frequently find themselves within homes where reading is not the usual activity for the older members of a family, and where noise and confusion may even make silent, private reading difficult. Increasingly, children come home to empty houses after school, and seek solace from junk food, from light entertainment they find in television or radio, or from the interactive pleasures of a Nintendo game. College students, facing long lists of assignments and lots of extra curricular obligations, also find it impossible to read anything beyond what their teachers expect of them.

The current economic and social environment makes free, personal reading an ever more difficult activity. Young people in high school and college frequently work part time to supplement their finances and to pay for their schooling. Sometimes, in college, students take a course over load so as to earn a degree quickly. In such circumstances, free reading becomes a luxury many cannot afford.

So, in assessing the reading of literature today, we must beware of unjustified and unfair student bashing. It may well be that many young people, given the opportunity, would read more frequently, and more deeply. The challenge for education today is partly to fashion a critique of a world which has made reading a luxury, partly to prepare students for a later time in their lives when independent reading may become possible.

\* **Reading literature: Promoting the activity of reading.** In the classroom, changes in the curriculum, in the approaches to teaching, and in the classroom environment might all contribute to intensifying student interest in reading literature. As long as teachers rely solely upon pre-formulated literature materials such as workbooks, the questions and activities printed in casebound text books, and a pedagogy which isolates the teacher as lecturer and the student as passive listener responsible only for short answers to questions of fact, students are going to find themselves disinterested in literature, simply because of the manner in which they encounter literature in school. Teachers have got to deal with students as active learners fully capable of both formulating significant questions about what they read and of answering those questions. They need to convert their classrooms from a lecturer - listener model to the model of team activity in which shared discussion, performance, writing and research make every member of the group function as a teacher and colleague for every other member. An appropriate analogy is the studio-workshop of an artist. Just as a skilled sculptor requires students to involve themselves constantly in individual activity, in the shaping of clay and stone, so the skilled teacher of reading literature should constantly expect students to be creating what Iser calls the "aesthetic object," the responses which are the results of a person reading and reacting to a work of literature.

Does this way of working with literature prepare students for college? Indeed, interpretation, no matter how sophisticated, must always begin in personal response, and the most esoteric forms of analysis emerge from a dialectical process of reading and thinking which includes subjective reaction, reasoned discussion, evaluation, and application to one's sense of "the world." Interaction with the voice in a text, and with a reading community of, for example, one's fellow students in a classroom, leads students towards a sense for the interpretations of a text which work successfully.



To promote an interest in independent reading, primary and secondary school classrooms should feature books which the teacher has selected for their potential interest and for their power to spark thought and discussion, which should be prominently scattered about in inviting locations—putting before the students books which they don't know about, but which in fact they would like to read. Teachers in middle school and in high school need to actively provide books in adolescent literature to attract student readers. Teachers should regularly urge students both in formal assignments and in discussions of free reading, to take up books on their own, and after reading them to tell others about what they have experienced.

Many of today's students are remarkably skilful in the use of electronic technology, and find themselves attracted to the use of televisions, computers, etc. Rather than being inimical to reading, these gadgets can help develop student involvement in literature. Commission members were especially interested in "Story Space," a Hypertext program which permits students to interact, within a computer environment, with stories, writing their own comments for example during the process of reading and thinking about a text on screen. Such programs offer the possibility for students to connect their reading and writing through the medium of the computer screen in which the artificial priority of the printed word has disappeared. There is the danger here of prioritizing the equipment and the program. Computers must always serve literature education, and never the other way around. Teachers must always be wary of programs which are in fact merely substitutes for "fill in the blank" workbooks. Teachers must be sure that any given program expects students to be interactive and personally inventive as they read.

After school. Teachers and administrators must also find the time to read for themselves, and to talk about their reading with others. Several members of the Commission cited important experiments in which school book clubs, meeting after hours, brought together teachers from many different departments, as well as administrators and even custodial staff members, to talk about a book which they had read. The intense interest and personal involvement in literature fostered by these clubs not only served to bring members of the school community closer together, but the atmosphere of excitement about reading literature spilled over into many classrooms, in which students sensed the vital interest which their teachers had for what they were reading and discussing with others.

Commission members also noted the significant development of after school reading activities in local libraries. Today many young people who come from families where both parents work are expected to spend the hours after school in the free protection of the local library. Some libraries, confronted with this new population of children, have chosen to actively enhance their lives by offering them programs in reading. NCTE should applaud and should work with such libraries, recognizing that what they do concretely confronts a serious problem with helpful solutions.

\* Literature and writing. When interested parents lament the annual decline in ACT scores for writing, they tend to call for a return to traditional teaching programs such as phonics. This is not the right solution. Learning to write correctly and to write fluently is a function of learning to read. Students immersed in print culture acquire an understanding of how the language works and how writers use it expressively largely through constant familiarity with good writing. The national trend for removing belletristic literature from college freshman English courses is consequently a serious mistake, as is the movement to create separate departments for the study of composition and literature. At the same time, it

would be a serious error to introduce literature into the classroom solely to teach writing and grammar. The most successful approach is to discuss and to write about literature for its own sake, and to expect that as students immerse themselves in print culture they will assimilate its conventions unconsciously, just as they learned to talk not by conning grammar books but by listening to other people speak.

\* **Literary canons.** One of the reasons for the continuing concern about diversifying the canon of required texts in literary study derives from the current crisis in reading in this country, and from the sense, shared by many, that few students will ever read beyond the lists of texts required by their schools. In such a situation, where the only works of literature a person is going to ever read are the works required by a curriculum, then there will be intense pressure by various groups who will insist that works important to them be included in such requirements. Consequently, one of the more important ways to eliminate this divisive struggle is for English teachers generally to instill in their students a desire for independent, personal reading beyond the curriculum. If students read on their own, then the political pressures on the lists of required books might lessen.

The dangers inherent in the ongoing construction of prescriptive lists of any sort appears in California's recent practice of suggesting core books for primary students, grade-by-grade. While this list was only to be suggestive, it is rapidly becoming a canon. Virtually every fifth grade student in California now reads The Island of Blue Dolphins. The same thing is true of the lists, perhaps at first only whimsically suggested, in the ETS booklet on Advanced Placement tests. Teachers pick up on what were meant to be casual illustrations and convert them into required texts.

\* **AP courses.** Currently as many as 20 % of a high school's junior and senior students may be registered in AP English courses. What was once a highly specialized program for a select few has become a virtually required course for the college bound student. And the ETS handbook, with its casual suggestions for reading selections, has become, unintentionally, a new canon. Small size AP classes have swollen to classrooms with upwards of forty students.

\* **The College Classroom.** One site where Commission members found a growing interest in reading literature was the typical college course. Recent developments indicate a growing appetite for such classes on the part of students. The current national economic crisis has however led to problems. Schools financially incapable of meeting the student demand for courses have permitted college class sizes to increase. The unfortunate and paradoxical consequence of this is that students, now interested in the study of literature, find themselves in overcrowded classroom situations where their education is more impersonal and less successful than it might have been a few years ago, and so the teaching of literature itself suffers.

\* **Literature and politics.** The study and the teaching of literature continue to be the object of political controversy, and this promises to continue in the foreseeable future. Challenges to the traditional literature canon launched in the name of greater cultural diversity in education this past year faced an intensified opposition, in which they were frequently and reductively labeled as a part of Politically Correct thinking in magazine articles and newspaper columns. Members of the Commission on Literature argued that this constituted a pre-emptive strike by conservative forces in which the most tentative efforts to introduce a few new texts into the curriculum were met with an unfair onslaught of negative criticism. New ideas about teaching and literature tend to be treated as a kind of virus

threatening the health of the body politic. The press represents efforts at fresh thinking and innovation as if they were acts of political oppression.

This leads to a phenomenon sometimes called "Super-Visibility." Voices, texts once kept silent seem to some people to be excessively present or super-visible when they first become public. The issue tends to get represented in terms of "replacement." When a new work appears in the curriculum, so the argument goes, it is replacing a traditional classic, which then is "lost." Some people, irrationally worried by this false paradigm, try to silence the new voices at once, try to prevent the "substitution" of one work by another. The leaders of NCTE, in the Executive Committee and on the NCTE staff, should be on the alert for such attacks, which are likely to recur throughout the nation. In this regard, members of the Commission cited with particular approval the current work of Teachers for a Democratic Culture in defending an educator's freedom to teach.

\* Collegial relationships within English departments. The political strains caused by the progressive diversification of both literary theory and the practice of teaching literature have led to interpersonal conflicts within English departments both in secondary school and at the university. Divisions between older and younger teachers, between those interested in theory and diversity of texts and those who teach the traditional canon in traditional ways have led not to a creative and productive debate, in which discussing differences might lead to mutual growth and development, but rather to situations of mutual distrust and even antagonism. Members of the Commission noted the importance of constructive efforts in many institutions to address this quite serious problem, chiefly through programs of one kind or another which bring colleagues together in dialogue. Recent experience indicates that when teachers talk with each other about these matters many irrational anxieties and enmities disappear, and a greater degree of forbearance and respect emerges. Visits to the classrooms of one's fellow colleagues can in this context be extremely constructive. Departments might also consider planning colloquia on shared topics, such as rhetorical theory, which can embrace deconstruction, classical philology, literature and writing. The Commission recommends that NCTE support and aid in such efforts whenever possible.

\* Diversity. Efforts to make the literature curriculum more responsive to the actual literatures of the world and of the United States continue to face not only the political challenges discussed above, but also an interlocking series of institutional obstructions. The members of the Commission continued to argue, as in past years, that the greatest obstacle to change remains, ironically, America's English teachers. Over worked, under paid, exhausted by long hours, excessive numbers of students, and petty tasks and obligations heaped on them by administrators, many of today's English teachers simply do not have the energy and time to re-educate themselves to the point where they feel self-confident enough to introduce new texts into the classroom. As a result, year after year many, perhaps most teachers, continue to return to the classic, canonic texts that they find in text books and that they know how to teach. Economics also plays a role. Schools strapped for funds are less than likely to purchase classroom sets of previously untaught works of literature. Pedagogically and economically, it remains safer and cheaper to teach A Tale of Two Cities rather than The Bluest Eye. By contrast, members of the Commission noted the very positive consequences of activities such as the "African American Read-In" scheduled for the first Sunday and Monday in February, during which a "reading chain" of groups performing aloud works of African American writing simultaneously will link the country through literature. Activities such as this promise to draw attention to literatures too frequently

overlooked.

\* **Pedagogical developments.** Some of the most important ideas for substantive change in the teaching of literature are currently emerging from the middle schools. This may be owing in part to the fact that students of this age can be so challenging to classroom teachers that they will not tolerate anything less than the most successful teaching strategies.

Teachers at this level realize that if they don't deal creatively with their students, they will simply lose them. By contrast, college teachers, protected by systemic privilege, can more readily choose to ignore student apathy and indifference. But, as students accustomed to a greater degree of personal independence and creativity in the classroom move up into high school and college, it may be that they will begin to challenge lackluster classroom practices.

\* **Teacher certification.** Members of the Commission on Literature were divided on the value, or danger, of national teacher certification plans. On the one hand, certification promises a greater degree of professional recognition for teachers; on the other hand, it poses the danger of an excessive uniformity, denying the opportunity for unusual but talented teachers to work in the classroom. Members expressed serious concern about planning for certification programs which did not include the active participation of classroom teachers. Nothing could be more destructive than a certification program not guided by the best in current research and experience of classroom teaching.

\* **Restructuring the schools.** Current federal and state plans for a restructuring of the curriculum and a reorganization of school operations also requires active teacher guidance at every stage. Planning without teacher advice will be disastrous for America's schools.



## Trends and Issues - Commission on Reading 1992

The Commission on Reading (Patrick Shannon, Director) recognizes and appreciates efforts to expand the definition of professionalism in literacy education beyond the use of science as the sole criteria for judging the value of philosophies, approaches, and methods of learning and teaching. We find evidence of this expansion in the increased interest and respect for teacher research with the field, in the attention generated by portfolio and some types of ongoing performance-based assessment, and in the shifts within state and school district curriculum development and materials selection. In each example, teachers' judgment and development are emphasized over the exclusive use of experimental research and bureaucratic procedures in order to determine district, school, and classroom policy and practice.

At the same time, the Commission is concerned about the increasing role of the federal government in the curricular and assessment affairs of schools. In particular, we are wary that calls for national standards for literacy education will degenerate into standardization of goals, instruction, and assessment of inappropriate minimum competencies for students across the nation. Such bureaucratic efforts at reform have proved unsuccessful previously in meeting the needs of students from varying social backgrounds, leading to systematic disadvantage for the poor, women and people of color. President Bush's call for national tests in all subjects appears to be a first unfortunate step in this direction. In addition, we question the level of influence the federal government exerts over reading research through its funding of grants.

The Commission calls for individual educators and educational organizations to support the expanded definition of professionalism through engagement in and promotion of teacher research, alternative methods of literacy assessment and site-based curriculum development, and materials selection. Collectively, we hope that NCTE members will engage in critical observation and analysis of the Federal Government's role in literacy education and schooling as a preliminary step to calling for full and equal participation of the constituents at all levels of the educational process.



# THE UNIVERSITY OF MICHIGAN

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English Composition Board

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To: NCTE  
Re: Trends and Issues Statement  
From: Dr. Barbra S. Morris, Director  
Commission on Media

The Commission on Media observes that the National Council of Accreditation of Teachers (NCATE) requires each institution preparing teachers of English in the United States to certify that prospective language arts teachers are knowledgeable in "understanding relationships between print and non-print media". This requirement must alter existing course content in institutions intending to prepare teachers for media education lessons in today's classrooms, regardless of educational level. Relationships between print and non-print media ought to include, for example, the examination of mixtures of languages of differing kinds (visual/verbal) and the multiple, often misleading or contradictory, messages being communicated; The complexity of televised national news reports as both representations of events and constructions of stories ought not be underestimated; students need to be taught how to analyze and question representations of authority, perspectives on controversies, and assumptions about what is right or wrong. In advertising, as well, the typical representations of gender, age, lifestyle, and class must be exposed to students as attempts to create consumers, not informed citizens who make intelligent choices among products. Without explicit instruction, students are rarely aware of sensitive to the subtle representations of power and privilege and values that media promote; however, teachers and students together can interrogate and re-interpret texts that might otherwise have been dismissed as "mere entertainment". To be a competent "reader" in our culture is to be media literate as well as thoughtfully critical, empowered by one's education to make reasoned judgments.

The Commission on Media is now developing "model" institutes for development of media education and networks of teachers who would work together in promotion of media literacy at all levels of schooling. Media studies need to bridge the gap between the schoolroom and the world outside of schools.

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## Trends and Issues Statement

Therefore, the Commission enthusiastically supports the creation of students' "Literacy Portfolios" that include drawings, photographs, tapes, storyboards, cartoons, visual satires and other materials that enrich and extend scope of engagement with writing and reading. We urge teachers to integrate traditional print literature with magazines, newspapers, television/film studies, computers, ethnographic investigations, cross-disciplinary approaches to themes and topics, in order to provide a culturally pluralistic approach to language arts.

The introduction of television into classrooms clearly presents a new challenge to educators, especially if commercial advertisements accompany the lessons. NCTE must prepare teachers to use the advertisements as an opportunity to analyze and critique representations of our culture and to discuss assumptions about viewers and their values. Similarly the spread of cable and satellite hook-ups across North America introduces a particular need for professional media education for school audiences. Moreover, teachers need to be encouraged to introduce popular culture texts into classrooms, particularly to promote student-initiated projects and research studies into the messages of media. Furthermore, in order to create and manipulate texts that are fully accessible to students, a conception of authorship and fair use needs to be clearly and fairly articulated for educational purposes. New technologies invite the student to explore meanings and alternate combinations of text, which is essentially an analytic and intellectual pursuit, but as yet the guidelines for such efforts in schools are unclear; as a result, unclarity becomes a basis for censorship of creative work with media. We urge NCTE to find the means for supporting educational uses of media texts. Copyright restrictions need to be interpreted in terms of school projects.

Instructional materials derived from emerging technologies (computers, videodiscs) are entering mainstream curricula; interactive media require media literacy and a repertoire of skills heretofore not necessarily part of the classroom environment. Teachers need to be prepared for these innovations. Media studies motivate students to enter into and explore the power of language in society.